DOCUMENT RESUME

ED 425 762 JC 980 219

TITLE Postsecondary VATEA Grants Officers' Conference (Lathham, NY, June 18-19, 1997). Proceedings.
INSTITUTION State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS AGENCY New York State Education Dept., Albany. Regents Advisory Committee on Educational Leadership.
PUB DATE 1997-06-00
NOTE 58p.
PUB TYPE Collected Works - Proceedings (021) -- Reports - Descriptive (141)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Community Colleges; Curriculum Development; Integrated Curriculum; *Job Training; *Partnerships in Education; Program Improvement; *Student Financial Aid; Two Year Colleges
IDENTIFIERS Carl D Perkins Voc and Appl Techn Educ Act 1990

ABSTRACT

The purpose of the Postsecondary Vocational and Applied Technology Education (VATEA) Grants Officers' conference was to have officers share with each other the best practices of the VATEA programs. The report of the conference includes a presentation on workforce preparation by the Acting Deputy Commissioner, a keynote address from the Regent Emeritus, and a question-and-answer session. One portion of the conference had officers sharing information about the successes and concerns of VATEA. Initiatives having an impact on VATEA programs were also discussed, with comments and questions from the participants documented. Among other topics addressed were VATEA local advisory councils; integrating academic and vocational education--college, school, district, and community collaboration; integrating academic and vocational education--college faculty and curriculum development; student support services; launching a new initiative; the professional grantsperson's view of VATEA; performance measures; and program improvement plans. The report concludes with an evaluation form for the conference and a list of participants by institution. (YKH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

POSTSECONDARY VATEA GRANTS OFFICERS' CONFERENCE

PROCEEDINGS

JUNE 1997

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
C. Spohn
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

JC 980 219

Support for this conference and the development/production of this material was provided by a grant from the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 administered by the New York State Education Department. The Bureau of HEOP/VATEA/ Scholarships, New York State Education Department was the responsible party, assisted by the Two-Year College Development Center, University at Albany. Project # 8080-97-0107.

BEST COPY AVAILABLE

POSTSECONDARY VATEA GRANTS OFFICERS' CONFERENCE

PROCEEDINGS

JUNE 1997

Support for this conference and the development/production of this material was provided by a grant from the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 administered by the New York State Education Department. The Bureau of HEOP/VATEA/ Scholarships, New York State Education Department was the responsible party, assisted by the Two-Year College Development Center, University at Albany. Project # 8080-97-0107.

TABLE OF CONTENTS

Page

FOREWORD 1

AGENDA 3

WORKFORCE PREPARATION
Jeanine Grinage, Acting Deputy Commissioner
Office of Higher Education, NYSED 9

KEYNOTE ADDRESS
Dr. Walter Cooper, Regent Emeritus 11

QUESTIONS TO THE SPEAKERS 12

INFORMATION SHARING

Sharing VATEA Successes 13

Sharing VATEA Concerns 17

INITIATIVES IMPACTING VATEA PROGRAMS

The Impact of SCANS and CDOS on Vocational Education in Postsecondary Education
Jeanette Canaday, Supervisor, Curriculum and Instruction,
Office of Elementary, Secondary, and Continuing Education, NYSED 20

Tech Prep: Greater Capital District Consortium
Constance Spohn, Interim Director
Two Year College Development Center, University at Albany 20

School-to-Work in a Two-Year College
Thomas Nelson, Assistant Dean of Academic Affairs
Schenectady County Community College 21

Comments and Questions from the Participants 22

Page

VATEA LOCAL ADVISORY COUNCILS

Leo Lubke, Grants Specialist
Erie Community College 23

Morton Fuhr, Dean
Kingsborough Community College 24

INTEGRATING ACADEMIC AND VOCATIONAL EDUCATION -- COLLEGE, SCHOOL DISTRICT, AND COMMUNITY COLLABORATION

Rebecca Gamba, Director
Finger Lakes Community College Tech Prep Consortium (FLTPC) 25

Deborah Breen-Fitzgerald, Associate Professor of Nursing
Queensborough Community College 25

John Wadach, Associate Professor
Physics/Engineering Science, Monroe Community College 26

INTEGRATING ACADEMIC AND VOCATIONAL EDUCATION -- COLLEGE FACULTY AND CURRICULUM DEVELOPMENT

Harold Morell, Professor of Humanities
Fulton-Montgomery Community College 27

Ann Weeks, Director of Institutional Research and Sponsored Funds
Culinary Institute of America 27

Aliceteen Taylor, Professor
Nassau Community College 27

STUDENT SUPPORT SERVICES

Pablo Negron, Director of Disabled Student Services
Hudson Valley Community College 28

Antonia Ecung, Director of College Skills Center
SUNY College of Agriculture and Technology at Morrisville 29

William Ross, Assistant Dean
Contemporary Office Skills, Westchester Educational Opportunity Center 29

Page

LAUNCHING A NEW INITIATIVE
Robert W. Kusek, Vice President and Dean
Richard Prestopnik, Dean of Business and Technology
Fulton-Montgomery Community College 30

THE PROFESSIONAL GRANTSPERSON'S VIEW OF VATEA

Research on the Internet
Seymour Lesh, Director of Grants
Westchester Community College 31

Incentives for Faculty Involvement
Carin Savage, Associate Director of Continuing Education,
Grants and Development, Bronx Community College 31

Managing the Grant Process
Suzanne Grossberg, Assistant Director of Development
Orange County Community College 32

PERFORMANCE MEASURES
Thomas McCord, Coordinator
Office of Research and Information Systems
Office of Higher Education, NYSED 32

Remarks:

David Dronsick, Sponsored Program Administrator
SUNY College of Technology at Alfred 33

Judith Gustafson, Institutional Grants Coordinator
Schenectady County Community College 33

Michele Howland, Assistant Dean for Institutional Grants
Finger Lakes Community College 33

PROGRAM IMPROVEMENT PLANS

Mali Katz, Grants Officer
Queensborough Community College 34

Paul D. Goldstein, Associate Dean of Faculty
Sullivan County Community College 35

Page

Luis Baez, Dean of Academic Affairs
Hostos Community College 35

EVALUATION 37

NAMES OF PARTICIPANTS BY INSTITUTION ..... **following page 38**

AVAILABILITY OF REPORTS:

On the web: http://www.higher.nysed.gov/ohpe/oea/heop/v_view.htm

In hard copy: Bureau of HEOP/VATEA/Scholarships
New York State Education Department
Room 1071 EBA
Albany, New York 12234

FOREWARD

The Postsecondary VATEA Grants Officers' Conference was held at the Century House Inn in Latham, NY on June 18-19, 1997. Its purpose was to have VATEA Grants Officers share with each other the best practices of the VATEA programs in the following areas: the composition and use of the Local Advisory Committee; performance measures and program improvement plans; integrating academics with vocational education; school, college and community collaboration; student support services; faculty development; curriculum development; and professional grantspersonship. Another purpose was to learn about the Career Development and Occupational Studies (CDOS) Curriculum Framework and how it affects admissions and vocational curricula at the college level.

An Advisory Committee consisting of experienced VATEA Grants Officers assisted a committee from the Department. Serving on the Advisory Committee were William Atkins at Nassau Community College, David Dronsick at SUNY College of Technology at Alfred, Morton Fuhr at Kingsborough Community College, Judith Gustafson at Schenectady County Community College, Paul Hodan and Leo Lubke at Erie Community College, Michele Howland at Finger Lakes Community College, Ronald Labuz at Mohawk Valley Community College, Carolyn Musser at New York City Technical College, Julie Richard at Cayuga County Community College, Carin Savage at Bronx Community College, and Anne Sibley at SUNY College of Technology at Canton. Douglas P. Mercado, Ann Marie Haase, Patricia Munroe, and David Martire served on the Education Department's steering committee. Judith DeAngelis provided secretarial support. Both Committees paid close attention to suggestions and comments made by VATEA Grants Officers and directors of major efforts within the formula-funded programs.

The Two-Year College Development Center, under the direction of Constance Spohn, assisted in the coordination of the Conference. Linnea LoPresti assisted with logistics and meal arrangements. The Department is especially grateful to Jack Fabozzi for his constant support and assistance and to Kim Cardillo for her administrative responsiveness and assistance in the layout and design of the Conference Proceedings.

Evaluations of the Conference revealed that most found the sessions informative and contributing to their professional development. Participants expressed strong interest in attending a similar conference next year, with the focus on bringing additional faculty from their colleges to participate.

Acknowledgements

The Bureau of HEOP/VATEA/Scholarships acknowledges the work of Ann Marie Haase, who synthesized conference presentations with the assistance of Postsecondary VATEA staff in the Education Department, and Barbara Leonard, who co-edited the Proceedings with her. It also gratefully recognizes the work of Ann Marie Jann, Patricia Munroe, Judith DeAngelis, Mary Panbarei, and Gloria Salvatore, each of who contributed to this project in special ways.

AGENDA

Postsecondary VATEA Grants Officers' Conference
Inn at the Century
Latham, NY

June 18-19, 1997

WEDNESDAY, JUNE 18

Time/Location	*Activity*
9:30 a.m. - 10:30 a.m.	**Registration and Refreshments**
10:30 a.m.- 10:45 a.m. ***Main Ballroom***	**Welcome, Update on VATEA and Welfare Reform** Douglas P. Mercado, Chief, Bureau of HEOP/VATEA/Scholarships
10:45 a.m. - 11:00 a.m.	**Workforce Preparation** Jeanine L. Grinage, Acting Deputy, Office of Higher Education
11:00 a.m. - 11:20 a.m.	**Challenges for the Future** Dr. Walter Cooper, Regent Emeritus
11:20 a.m. - 12:00 p.m.	**Round Table Discussions and Questions to the Speakers**
12:15 p.m. - 1:15 p.m.	**Luncheon**
1:15 p.m. - 2:30 p.m.	**Information Sharing: Successes and Concerns**
2:30 p.m. - 2:45 p.m.	**Break**
2:45 p.m. - 4:00 p.m. ***Main Ballroom***	**Initiatives Impacting VATEA Programs** *Facilitator:* *Ann Marie B. Haase*, Associate, Bureau of HEOP/VATEA/ Scholarships *Presenters:* The Impact of SCANS and CDOS on Vocational Education in Postsecondary Education *Jeanette Canaday*, Supervisor, Curriculum and Instruction, NYS Education Department Tech Prep: Capital District Consortium *Constance Spohn*, Interim Director, Two-Year College Development Center, SUNY at Albany

BEST COPY AVAILABLE

School-to-Work in a Two-Year College
Thomas Nelson, Assistant Dean of Academic Affairs
Schenectady County Community College

4:00 p.m. - 5:00 p.m. **Concurrent Sessions**

Main Ballroom **VATEA Local Advisory Councils**

Facilitator:

Patricia Munroe, Assistant, Bureau of HEOP/VATEA/ Scholarships

Presenters:

Ronald Labuz, Department Head, Graphic Communication, Mohawk Valley Community College

Leo Lubke, Grants Specialist
Erie Community College

Morton Fuhr, Dean, Kingsborough Community College

Commons **Integrating Academic and Vocational Education--College, School District, and Community Collaboration**

Facilitator:

John Chipembere, Associate, Bureau of HEOP/VATEA/Scholarships

Presenters:

Rebecca Gamba, Director, Finger Lakes Community College Tech Prep

Deborah Breen-Fitzgerald, Associate Professor, Department of Nursing, Queensborough Community College

John Wadach, Associate Professor, Physics/Engineering Science, Monroe Community College

5:10 p.m. - 6:10 p.m. **Concurrent Sessions**

Main Ballroom **Integrating Academic and Vocational Education--College Faculty and Curriculum Development**

Facilitator:

Ann Marie Jann, Associate, Bureau of HEOP/VATEA/Scholarships

Presenters:

Harold Morell, Professor of Humanities, Fulton-Montgomery Community College

Ann Weeks, Director of Institutional Research, Culinary Institute of America

Aliceteen Taylor, Professor, Nassau Community College

Commons **Student Support Services**

Facilitator:

David Martire, Program Assistant, Bureau of HEOP/VATEA/Scholarships

Presenters:

Pablo Negron, Director of Disabled Student Services, Hudson Valley Community College

Antonia Ecung, Director of College Skills Center, SUNY College of Agriculture and Technology at Morrisville,

William Ross, Assistant Dean, Westchester Educational Opportunity Center: Contemporary Office Skills

6:15 p.m. - 7:00 p.m. **Networking**

7:00 p.m. - 9:00 p.m. **Dinner and Program**
Main Ballroom

Introductions:
Patricia Munroe, Assistant, Bureau of HEOP/VATEA/ Scholarships

Speakers:

Launching a New Initiative
Robert W. Kusek, Vice President and Dean
Richard Prestopnik, Dean of Business and Technology
Fulton-Montgomery Community College

THURSDAY, JUNE 19

8:00 a.m. - 8:05 a.m.
Main Ballroom

Opening Remarks

Welcome and Preparation for the Day
Douglas P. Mercado, Chief, Bureau of HEOP/VATEA/Scholarships

8:05 a.m. - 8:55 a.m.

The Professional Grantspersons' View of VATEA

Facilitator:
Douglas P. Mercado, Chief, Bureau of HEOP/VATEA/Scholarships

Research on the Internet
Seymour Lesh, Director of Grants, Westchester Community College

Incentives for Faculty Involvement
Carin Savage, Associate Director of Continuing Education Grants and Development, Bronx Community College

Managing the Grant Process
Suzanne Grossberg, Assistant Director of Development, Orange County Community College

9:00 a.m. - 10:30 a.m.

Performance Measures

Facilitator:
James Donsbach, Associate, Bureau of HEOP/VATEA/Scholarships

Speaker: Thomas McCord, Coordinator, Office of Research and Information Systems

Remarks from the Panel of Committee of Practitioners

David Dronsick, Sponsored Program Administrator, SUNY College of Technology at Alfred

Judith Gustafson, Institutional Grants Coordinator, Schenectady County Community College

Michele Howland, Assistant Dean for Institutional Grants, Finger Lakes Community College

Round Table Discussions
Questions to Tom McCord and to Representatives of the Committee of Practitioners

10:30 a.m. - 10:45 a.m.

Break

10:45 a.m. - 12:00 noon	**Program Improvement Plans**
	Chair: Barbara J. Leonard, Supervisor, Bureau of HEOP/VATEA/Scholarships
	Mali Katz, Grants Officer, Queensborough Community College
	Paul D. Goldstein, Associate Dean of Faculty, Sullivan County Community College
	Luis Baez, Dean of Academic Affairs, Hostos Community College
	Questions from Participants
12:15 noon - 2:00 p.m.	**Lunch, Wrap-Up, and Evaluations** *Douglas P. Mercado*, Chief, Bureau of HEOP/VATEA/Scholarships

PRESENTATIONS

WORKFORCE PREPARATION*

Jeanine Grinage, Acting Deputy Commissioner
Office of Higher Education

It is a pleasure to speak with you about the topic of New York State's Workforce Development System. This is an emerging concept in New York and certainly has implications for all higher education and for how your own institution plans to use vocational education funds in the future. I'll be speaking more specifically to each of those areas later.

In late May, we mailed to each of your offices a newsletter describing the Workforce Development System, which is a cooperative venture between the State Education Department and the State Department of Labor. Commissioner Mills and Commissioner Dillon will be kicking off the Workforce Development System on June 25, in Albany at a public event. By way of review, the effort to shape a new Workforce Development System for New York State stems from the recognized need for integrating a fractured workforce delivery system to better meet the needs of workers and employers in a competitive society.

A foundation of the Workforce Development System is the 1996 publication of the Department of Labor's "Policy Framework for New York's Workforce Development System" (known to some as the green book), the formation of five design teams which will build on the green book principles, integrated with the Regents call for students to meet higher standards.

The existing Workforce Development System involves many programs, administered by dozens of government agencies. We lack common accountability expectations, as well as common definitions and goals. The challenge to the newly formed design teams, which address specific content areas of access, accountability, programming, database development and governance, is to begin creating a system that ensures skilled workers are available to employers, that job seekers can find work, and that our State is competitive in a changing economy.

The recommendations from the five design teams will culminate in a briefing paper from Commissioner Mills in the State Education Department and from Commissioner Dillon in the Department Of Labor, for presentation to Governor Pataki in September.

Copies of the newsletter are available in your packets. I encourage you to review the content, follow the directions for providing comment, or consider contacting some of your peers who may be members of these teams.

This challenge of integration and collaboration is an appropriate focus for postsecondary education institutions, which make up a major portion of the State's Workforce Development

* *This is Ms. Grinage's presentation verbatim.*

System. Many of you may not be aware that last year the Board of Regents approved the Statewide Plan for Higher Education, which runs through the year 2004. The goals of this Plan, which is also in your packets, focus on an increase for quality and cost effectiveness of all postsecondary programs coupled with affordable and equitable access for residents of the State. The overall goals of the Regents Statewide Plan for Higher Education and, I am sure, the plans of each of your institutions, connect very thoroughly to the goals of the integrated Workforce Development System. Collaboration is becoming a much more important focus on the national, regional, local and institutional level as we try to better prepare our students for productive careers.

As you all know, the authorization of federal vocational education legislation is moving through the House of Representatives as a separate program, with mark up scheduled for today in the House Committee on Education and the Workforce. As this legislation takes shape, there may be continuing calls by some constituencies to "block" vocational education funding as part of a larger, collaborated workforce initiative. Regardless of how vocational education is authorized, there will be an increasing emphasis on consolidating program plans under larger State and local workforce development boards. Many of your chief executives already have seen this coming, and recognize the challenge and the opportunity to position themselves and their institutions as key stakeholders on local workforce development boards.

There are other areas of challenge and opportunity that are beginning to surface as well. While some education providers still see initiatives, such as welfare reform, School-to-Work, Tech Prep, Liberty Partnerships, Higher Education Opportunity Programs, and Eisenhower Math/Science as stand-alone education and reform programs, the reality is that the intent and the content of these, and similar programs, are being combined to better prepare at-risk youth, single parents, dislocated workers, economically disadvantaged adults, individuals with disabilities, and other target groups for productive roles in society.

As grant administrators and grant developers, you will see emphasis on funding opportunities that focus more on standards and accountability, more on partnering of resources, and, yes, still doing more with less. But many of you are beginning to respond to these challenges and create program linkages using vocational education funds to develop models of collaboration and planning. And this is the reason why you are here -- to share your ideas and your best practices.

I challenge you to take the opportunity of these two days to discover new ideas for your campus, and for your college community -- ideas that will result in maximum funds, for meaningful participation of your students in the workforce of the next century.

Introduction of Dr. Walter Cooper. Our keynote speaker, Dr. Walter Cooper, Regent, Emeritus, also will challenge you to face the future with enthusiasm as he has often challenged the Department in the past.

Born, raised and educated in Pennsylvania, he came to our Great State to complete his doctoral work in physical chemistry at the University of Rochester. Electing to remain in New York, Dr. Cooper began his career as a research chemist at Eastman Kodak's Research Laboratories and successively was promoted up through the research ranks until his appointment as Manager of the Office of Technical Communications. In this capacity he supervised the publications and technical reports of 2,300 Eastman scientific and research personnel. Additionally he published widely in the field of physical chemistry and the chemistry of photographic film. He also holds three patents.

During the time he was employed at Eastman Kodak's Research Laboratories, he was actively involved in the Rochester community. After his retirement, Dr. Cooper became even more active. Because of his lifelong interest in education he was elected to the Board of Regents where he served for nine years. Since retiring from the Board of Regents, Dr. Cooper continues his involvement in education and speaks to numerous national, State, and community groups interested in courageously facing the future. We are indeed privileged to have him with us today.

KEYNOTE ADDRESS
Dr. Walter Cooper, Regent Emeritus

Dr. Walter Cooper stated that our society believes that education is a time-dependent phenomenon. The educational system treats all students similarly and pushes them out of schools in their late teens. He believes educators find it difficult to convince people that life-long learning is independent of time or place. What also is difficult, asserts Dr. Cooper, is trying to sell the American public on the idea of vocational education/occupational education which must be improved for New York State to maintain its manufacturing competitiveness.

Dr. Cooper stated that in 1991 the Career Pathways Task Force found that only 26 percent of enrolled students completed an associate's or a baccalaureate degree within four years after enrollment. Further, there are from 36-40,000 people in New York State who are on welfare and under 20 years of age. Over one-half of these individuals on public assistance have not completed high school nor have a GED. Therefore, the nation, which needs an educated workforce to maintain itself as we know it, is losing a large segment of its population. The U.S. Department of Commerce in a study of 3,000 businesses comparing investment in business and education found that if a company invests ten percent in capitol improvements, the productivity of the worker increases by 4.2 percent. On the other hand, if it invests 10 percent in educating a worker, there would be a productivity increase of 8.2 percent. In fact, if the nation could add one year of education to the current workforce, the Gross Domestic Product would increase one-third of one percent or $230 billion each year. This increase would balance the budget and bolster social security and other quality of life programs.

Higher education, states Dr. Cooper, is "caught between a rock and a hard place." The rock is the demand for reform and the hard place is the need to protect a treasured way of life. In

California, 73 percent of the population believe that obtaining a college degree will be harder in the future, and 32 percent want an overhaul of the entire system. But, there are no dollars for either reform or for protection of the academic lifestyle. Political institutions do not recognize the financial needs of higher education, and, therefore are allowing it to flounder.

What can we do? Dr. Cooper suggests we continue to forge partnerships and collaborations, embrace pluralism, engage in teamwork with caring and trust, and express a moral outrage at what is happening to the nation's students, its poor, and its educational institutions. Further, he enjoined us to teach students to be made aware of their responsibilities to their institutions. They must register to vote and exercise that privilege to influence the political process.

QUESTIONS TO THE SPEAKERS

- Why isn't postsecondary education more heavily represented on the Statewide Workforce Development Teams? What can be done to change the number of representatives on the Statewide Workforce Development Teams and on the Statewide Welfare Reform Teams?

  Response: According to Jeanine Grinage, the presumption of government officials is that higher education is not involved in this issue, does not have a collective presence in the State for vocational education, and does not speak out on vocational issues. At the State level, it is important to influence the development of guidelines and the Governor's regulations. Partnerships must be developed with community schools. We want a system that prepares students for the world of work and for college. Right now, we have an either/or system that does not do a good job of integrating academic and vocational skills.

  There is nothing more that can be done to change the number of representatives on Workforce Development Teams. They have been formed and are in process now. It is important to make contact with the higher education representatives already on the Teams and send them information.

- What can colleges do to effect changes in administrative costs beyond 1999?

  Response: The collective wisdom of the speakers can be summed in one word: lobby.

- How do we do more with less?

  Response: Dr. Cooper responded that in a climate of diminishing resources, children and adults should be taught that what they receive comes from those they elect.

- Is it possible to lobby the State to allow a set-aside for public assistance recipients who are qualified to complete a two-year degree in two years?

  Response: Yes.

INFORMATION SHARING

Participants formed groups to share their successes and concerns. The following is a summary of those comments. Comments are identified by college. Names of participants from the colleges can be found in the section entitled "Names of Participants By Institution."

❑ *Sharing VATEA Successes*

STUDENT SERVICES

Tutoring

Centralized tutoring was implemented and is working very well on several campuses such as Borough of Manhattan Community College, Cayuga County Community College, Cazenovia College, Genesee Community College, SUNY College of Agriculture and Technology at Morrisville, and Rockland Community College.

Peer and professional tutoring programs have been developed and supported by Columbia-Greene Community College and North Country Community College.

Tutoring for communication skills, mathematics, and science laboratories is available at Borough of Manhattan Community College, Kingsborough Community College, New York City Technical College, and SUNY College of Technology at Canton.

A tutor for high school girls entering the College of Aeronautics is available.

Centers and Laboratories

A Security Management Laboratory is supported by John Jay College of Criminal Justice.

A self-paced ESL language-learning program is on computer at Ulster Community College.

A satellite center for adult returning students was established at SUNY College of Agriculture and Technology at Cobleskill.

Academic Support Centers are connected with academic departments at Genesee Community College, Queensborough Community College, and SUNY College of Technology at Alfred.

Faculty members, who are receiving release time paid by the VATEA grant, are spending more time in the Learning Laboratories with their students at SUNY College of Technology at Alfred.

A full service Student Access Center has been established at Mohawk Valley Community

College to improve outreach and retention for traditional-aged students, dislocated workers, and the returning adult student.

Programs

About 90 people were placed in jobs last year at the Educational Opportunity Center at Buffalo and Medgar Evers College.

A program that combines home and community at Queensborough Community College such as the nursing program are models for employment.

A Contemporary Office Skills program is modular. Students learn business communication skills as well as spreadsheet and data base skills at the Westchester Educational Opportunity Center.

Summer programs and Natural Sciences Programs are retention programs that prepare students in the natural sciences at Villa Maria College.

VATEA funds and JTPA funds support a non-credit office skills program at Adirondack Community College.

An Intensive ESL Program at Kingsborough Community College emphasizes rapid language acquisition. It was developed by staff working with academic faculty and then training other ESL faculty to use the language of the vocational programs in which the students were enrolled. The program is open five days a week from 9:00 a.m. to 3:00 p.m. Students receive 9-12 credits and over 90 percent pass.

EQUIPMENT

Computers were replaced and upgraded in computer laboratories at Erie Community College, John Jay College of Criminal Justice, Medgar Evers College, Monroe Community College, and Trocaire College.

College computers were networked at New York City Technical College and Sullivan County Community College.

A CD ROM prototype was developed for career exploration at the Fashion Institute of Technology.

A media center and a telecommunications studio were upgraded at Borough of Manhattan Community College.

LOCAL ADVISORY COUNCIL

An active Local Advisory Council resolved a program specific conflict on campus concerning vocational programming at Erie Community College.

PROGRAM IMPROVEMENT PLANS

The Program Improvement Plans brought greater attention to the retention effort at Erie Community College and Queensborough Community College.

PREPARATION FOR WORK

At Hudson Valley Community College, VATEA funding was linked with the Youth Internship Program that is coordinated with the Department of Social Services in Albany County and targets dropouts.

The Multi-skilled, Multi-health Care Program at Rockland Community College presents skills in modules and awards a non-credit certificate useful in securing employment.

A coordinator was hired for a campus-wide Job Fair at Hudson Valley Community College.

FACULTY DEVELOPMENT

Faculty development in Allied Health was partially supported by Title III and VATEA funds at Erie Community College.

Faculty who received training in LAN Administration taught other faculty and students LAN networking at Rockland Community College.

STUDENTS WITH DISABILITIES

Medgar Evers College moved basic-skills students through remediation into matriculated vocational programs.

Adult students with learning disabilities received assessment and other services at Monroe Community College, Mater Dei College, Paul Smith's College, and Queensborough Community College.

All students with disabilities now have access to equipment especially purchased for them by Borough of Manhattan Community College, Genesee Community College, Hudson Valley Community College, Jamestown Community College, Medgar Evers College and Monroe Community College.

An open-book reader for special needs students, centralized support services, and tracking of students is now available at Cazenovia College.

Improved access for the visually impaired is successful at Genesee Community College and Monroe Community College.

A Mental Health Specialist counsels with adults in crisis and those recovering from substance abuse at Ulster County Community College.

GENDER EQUITY

A Gender Equity program in middle school is succeeding with a seriously disadvantaged population at New York City Technical College.

Single parent/displaced homemaker job-training is effective at Borough of Manhattan Community College, Erie Community College, and Genesee Community College.

A Sex Equity program in middle school is succeeding with a seriously disadvantaged population at New York City Technical College.

OTHER

Effective major efforts are selected through an internal competition at Suffolk County Community College.

VATEA provided the seed money for new projects that led to other major grants such as the tutoring laboratory which just received funding from the National Science Foundation at Queensborough Community College.

Co-op Handbook emphasizes sexual harassment and learning disabilities at Villa Maria College.

The Student Handbook at Sullivan County Community College emphasizes all the "Need to Know Information" about student life with special attention given to academic matters, the student code of conduct, and campus safety and crime awareness.

A coordinator of Academic Probation/Retention Services is available at SUNY College of Agriculture and Technology at Delhi.

Special academic advisement and counseling support are available for dropouts returning to the college and for students on probation at the College of Aeronautics and North Country Community College.

Bronx Community College established a program to mentoring of high school and first-year college minority students retain "endangered male minorities."

Staff was hired who have served as strong and effective advocates for special populations and who have become, over time, campus-wide leaders at several institutions.

Childcare was subsidized at Genesee Community College, Jamestown Community College, North Country Community College, Columbia-Greene Community College, Adirondack Community College, and Suffolk County Community College.

❑ *Sharing VATEA Concerns*

FUNDING

Covering the increasing costs of administration

Uncertainty of continued funding

Limitations on the way funding can be used, especially technology and technology-related equipment

The proposed reduction in the funding threshold from $50,000 to $20,000 and how it will impact the formula allocations

EVALUATION

Evaluate specific program efforts according to performance indicators

Lack of funds for evaluation and planning

EQUIPMENT

Equipment inventory and control

A never-ending demand for upgraded computers. If this need is satisfied, colleges cannot spend the VATEA funds on student services or on other equipment upgrades.

STUDENTS WITH DISABILITIES

A significant increase in learning-disabled and physically-disabled students. This has resulted in space problems because some students with disabilities need "private" rooms or areas especially for test administration.

Counting students with disabilities when they do not declare their disability

ADMINISTRATION

A lack of administrative support for VATEA recommendations

Support for tutoring centers and other support centers after VATEA ends

FACULTY DEVELOPMENT

A lack of organized efforts for faculty development

A need to educate faculty and staff about their accountability, reporting responsibilities, and record keeping.

COMMENTS

Colleges are experiencing declining enrollment and revenues. Both impact on VATEA funding.

Electrical Technology Program has insufficient enrollment and was not continued. Rockland Community College would have liked to wait for the next semester, so enrollment would have increased.

The reduction in tax-levy funds impacts on the Learning Center activities and services.

Vocational education extends beyond a two-year degree. It entails life-long learning.

Many adjunct faculty positions have a negative impact on all programs on campus.

Students are in constant need of equipment, gas, childcare, etc.

Many colleges are dependent on VATEA funds.

Colleges need entrepreneurial funds to develop new programs.

How can colleges institutionalize programs?

How do you help ESL/developmental students when welfare requires only 12 months of education and then puts them into jobs? This will also cause problems with attaining the performance criteria. This is the "Hurry-up and teach them so they get a job" scenario.

COMMENTS ON SED ADMINISTRATION

Exclusions of programs that may lead to baccalaureate degrees are unrealistic.

The colleges require approval of their proposals by July 1. Guidelines should be published earlier, and the deadline for submission should be in late April rather than late May.

The VATEA amendment process should be streamlined.

Colleges must lay off people if they do not receive notification of proposals approved by July 1. Is there any way to approve an advance on the official allocation the college receives, without proposal review? New Jersey has this in place.

It is very difficult to write grants when proposals for competitive and formula funds are due on the same day.

COMMENTS ON SED DATA COLLECTION AND PERFORMANCE STANDARDS

Reporting is becoming increasingly complex and time consuming.

Gathering data is a problem. It would help if the state consolidated its requests.

It takes a long time to gather the data the way the State asks for it. The questions are asked after the databases have been set-up. To what use is the data put? What is the value of the quantitative vis-a-vis the qualitative?

Performance Standards are separated from funding streams. There is no funding for evaluation and planning. Numbers can be manipulated. SED should use numbers already collected by other government agencies.

Colleges should be judged on what they should do rather than on the basis of someone else's definition of success. Performance rates for success are unrealistic and arbitrary. They do not account for variability of students.

INITIATIVES IMPACTING VATEA PROGRAMS

❑ *The Impact of SCANS and CDOS on Vocational Education in Postsecondary Education*

Jeanette Canaday, Supervisor
Curriculum and Instruction
NYS Education Department
EBA 681
Albany, NY 12234
518-474-5922
FAX: 518-486-2306

Ms. Canaday stressed the importance of the entire educational system assisting students to reach New York's high standards. She indicated that there were 28 learning standards with Career Development and Occupational Studies (CDOS) being three. The emphasis is on experiencing information within a physical environment rather than as an abstraction, encouraging interdisciplinary studies and excellence, and providing learning experiences that support integrated learning.

She also stated that CDOS would affect the look of high school transcripts that will record applied courses and certifications that reveal how well students have achieved standards. The role of the colleges is to articulate clearly their admissions' requirements to high schools so that their students may easily transition into college. Further, colleges need to be aware of the applied course offerings at the high school so that appropriate student placement in college classes occurs.

❑ *Tech Prep: Greater Capital District Consortium*

Constance Spohn, Interim Director
Two-Year College Development Center
135 Western Ave, Husted 208
SUNY at Albany
Albany, NY 12222
518-442-5590
cs785@cnsibm.albany.edu
FAX: 518-442-5021

Ms. Spohn described the Greater Capitol District Consortium as consisting of six community colleges, four BOCES, and 24 school districts. Six years ago, the Consortium received funding for a Tech Prep planning grant requiring the development of applied academic courses in high schools and the creation of a "seamless curriculum" from grades nine through fourteen, parental support, resource sharing, and curriculum and staff development. A steering committee governs the Consortium. Within it, faculty and teachers discuss and develop an integrated curriculum in applied academics.

Ms. Spohn, as Interim Director of the Two-Year College Development Center, also directs School-to-Work efforts. She described School-to-Work as a system which coordinates funds and activities to assist students to enter the workforce or to attend college. Tech Prep is an education program that prepares students for technical careers by assisting them to attain the career appropriate skill standards within the 22 industrial sets and the New York State standards.

❑ *School-to-Work in a Two-Year College*

Thomas Nelson, Assistant Dean of Academic Affairs
Schenectady County Community College
78 Washington Avenue
Schenectady, NY 12305
518-381-1200
nelsontj@gw.sunysccc.edu

The New York State School-to-Work initiative focuses on systemic change in education with major curriculum reform addressing an inclusive population of youth from kindergarten though age 24. It seeks to expand school-based and work-based learning by connecting linkages among schools, employers, labor, and community agencies. As significant educational reform moves through the system of public education, it is essential that colleges actively involve themselves in these efforts to ensure that students obtain a seamless transition from secondary to postsecondary studies. Participation can include involvement in the School-to-Work Partnership committees, especially in areas such as curriculum, governance, and role development. Efforts should be undertaken to increase the number of secondary and postsecondary articulation agreements, to expand linkages to local employers, and to expand the range of connections with local school districts.

Schenectady County Community College has integrated School-to-Work and Tech Prep into one of its major VATEA efforts (Workforce Preparation) by providing mini-grants to encourage curricular modifications, faculty internships with local employers, collaboration with secondary programs, and the integration of authentic, applied, collaborative, or other innovative efforts into curriculum or job responsibilities. VATEA funds also support the Clearinghouse activities of the School-to-Work Partnership.

More specifically, the College engages in activities that bring middle school students and their parents to the College for a job fair that includes men and women in non-traditional careers. This year alone 300 eighth grade students attended college for a day. The College also works with high schools and Voc Tech Centers to give Advanced Placement credit, to help students who did not expect to attend college enter college, and to help high schools increase retention. Faculty and high school teachers develop curriculum and support each other's efforts. The results are articulation agreements that ensure students' entrance into college and guarantee more students enrolling in technical programs. A current initiative is to work with staff in admissions offices and faculty and teachers to help them understand the NYS standards. The initiative also attempts to explain that

educational programs are for all students and that the new behavior is "collaboration" not competition.

Several definitions, offered by Mr. Nelson, help in understanding School-to-Work. The Secretary's Commission on Achieving Necessary Skills (SCANS) skills are based on foundation skills and competencies. Foundation skills are basic skills such as reading, writing, performing arithmetic and mathematical operations, performing scientific operations, listening, and speaking; thinking skills such as thinking creatively, making decisions, solving problems, visualizing, reasoning, and knowing how to learn; and personal qualities such as displaying individual responsibility, verbal and written skills, self-esteem, sociability, self-management, integrity, and honesty. The five competencies are: 1) resources (to understand, use, and allocate time, money, materials, space, and staff); 2) information (acquire and evaluate data, organize and maintain files, interpret and communicate information, and use computers to process information); 3) interpersonal (participate in teams, teach and learn from others, serve customers, lead, negotiate, work well with people from diverse backgrounds, communicate effectively, be flexible, and adapt to change); 4) systems (understand social and organizational and technical systems, measure and correct procedures for improvement or design a new alternative method); and 5) technology (select equipment and tools, apply technology to specific tasks, maintain and trouble shoot equipment).

Authentic Learning uses a learner-centered approach in which long-term projects are large projects with much writing and are performed in groups. An integrated curriculum combines academic studies with vocational education. Systemic change works toward major curriculum reform in kindergarten through age 24. School-based activities are innovative approaches to teaching and career counseling. Work-based activities include internships, job shadowing, and instruction in work-based competencies.

❑ ***Comments and Questions from the Participants***

- Colleges will need funds to collaborate efforts and for internships.

- These programs are similar to many co-operative education programs at colleges. How will we know if these programs work?

  Response The evaluation study of the first five years of Tech Prep in New York State is just now concluding. Preliminary results indicate that:

  - ❖ More than two-thirds of the Tech Prep high school students and more than two-thirds of the Tech Prep college students agree that the classes are interesting; they are preparing them to get good jobs; they have increased their awareness of different careers; they make them work hard; they have helped them improve their thinking skills; and the classes have increased their motivation for learning.

  - ❖ Ninety-four percent of high school Tech Prep students plan to go to college: one-

fourth in engineering or technology, one-fourth in health or human services, one-fifth in business, and the rest in a variety of other areas or direct employment.

- ❖ High school teachers report that Tech Prep students have improved academic achievement and improved attitudes toward school and self.

- ❖ Local decision makers have reported that Tech Prep students have more marketable skills, are more employable, and are better prepared to go to college; students who normally would not have considered college are now doing so; and standards have been raised. Additionally, relationships with local businesses have been enhanced, and relationships between secondary schools and college have improved greatly.

LOCAL ADVISORY COUNCILS

Leo Lubke, Grants Specialist
Erie Community College
121 Ellicott St.
Buffalo, NY 14203-2698
716-851-1588

The Erie County Community College Local Advisory Council (LAC) consists of eleven members who represent key constituencies in the community, such as manufacturing, allied health, the Department of Labor, the Department of Social Services, the Physician International Search Group, the automotive industry, and the Disabled Access Program. Some LAC members also serve on program curriculum advisory boards. The LAC meets to learn of possible projects, hear verbal presentations, ask questions, and offer input. Individual council members accept the responsibility to work cooperatively with a project director to develop the major effort. At full Council meetings, the entire Council listens to the project director and the assigned Council member in the proposed major-effort plan. The full Council asks questions, makes comments, offers input, and passes or denies the proposal. Only approved major efforts are submitted in the VATEA proposal.

The Council also performs periodic program reviews to evaluate the progress of programs, assists in identifying good programs, and works with college administrators and faculty to develop a Program Improvement Plan. An excellent working partnership exists between the LAC and the college resulting in LAC members having ownership in the process.

Morton Fuhr, Dean
Kingsborough Community College
2001 Oriental Blvd.
Brooklyn, NY 11235
718-368-5673
mflkb@cunyvm.cuny.edu

Dr. Fuhr believes that everyone who is to be a part of an endeavor must be a part of everything that is to occur. Therefore, in a spirit of collegiality, Dr. Fuhr asked the College's faculty and administrators for a list of people who might like to serve on Kingsborough's local advisory committee and then those who would serve if called. At the first meeting, department chairs and VATEA major-effort directors presented information on what the College does and how VATEA supports the students and the programs. Participants exchanged telephone numbers and addresses. They decided that all meetings would be no more than one hour. After the meeting, Dr. Fuhr sent thank you notes and follow-up materials.

After the second meeting, Dr. Fuhr realized that the committee might meet in mid-town Manhattan instead of at Kingsborough, which many considered "out-of-the-way." He also realized that the business and education communities talk different languages. Businesses want students skilled in communications, computer applications, and collaboration, but business people find it difficult to translate these needs into specific requests for skills such as skills in using Excel, QuantroPro, or Advanced Word97. Results from the meetings of the College's local advisory committee were: 1.) Businesses are very interested in how colleges could increase their retention rates. They began offering internships and summer jobs. 2.) Heads of academic and vocational departments decided to include simulation workplace activities in their classes and to teach techniques of writing short memoranda.

INTEGRATING ACADEMIC AND VOCATIONAL EDUCATION--COLLEGE, SCHOOL DISTRICT, AND COMMUNITY COLLABORATION

Rebecca Gamba, Director
Finger Lakes Community College Tech Prep Consortium (FLTPC)
4355 Lake Shore Drive
Canandaigua, NY 14424-8395
718-394-3500 Ext. 420
FAX: 716-394-8518
gambare@snyflcc.fingerlakes.edu

The Finger Lakes Tech Prep Consortium (FLTPC) has integrated successfully academic and vocational education across the curriculum. Meaningful "real life" learning experiences are furnished to students though a combination of applied academics, technical training, and workforce development activities. The development and implementation of a curriculum conjoined with work involves providing students with "real life" learning experiences. The key to the Consortium's success is due largely to business and education partnerships that have been formed in the community. Additionally, Finger Lakes Community College is awarding degree-specific college credit to successful Tech Prep students and recently has agreed to provide students with the SUNY Transition Course for college credit this fall.

Currently, the FLTPC has 31 articulation programs in eight areas of study. They include TV Broadcasting, Accounting, Retail Marketing Management, Business Administration, Office of Technology Certificate, Administrative Assistant, Mechanical Technology, and Architectural Technology. Two additional programs currently are under development.

Deborah Breen-Fitzgerald, Associate Professor of Nursing,
Queensborough Community College
222-05 56th Ave.
Bayside, NY 11364-1497
718-631-6357

With the downsizing of hospitals and the shrinking employment of nurses in the hospital setting, nursing students must acquire skills to practice in homes and community sites and to maintain their job marketability upon graduation. As a result of this project 160 senior level nursing students have clinical practicums in homes and community health care settings. These include patients' homes, homeless shelters, family crisis centers, outpatient clinics, adult day care centers, congregate homes for adults, pediatric respite, community hospice centers, and long term care. Areas of patient care include acute and chronic medical and surgical nursing, AIDS care for adult and pediatric patients, maternal postpartum and newborn infant care, home infusion therapy, Alzheimer community-based care, family crisis, and acute and chronic psychiatric care in congregate homes.

As a result of the success of this project, the Nursing Department now is expanding community and home health care to the other nursing courses. Community sites serviced directly by Queensborough Community College are being evaluated for student clinical practicums. For example, the Nursing Department hopes to provide health care to the college child day-care center and student health services, and to teach college students and their families about preventative health care.

John Wadach, Associate Professor
Physics/Engineering Science
Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
716-292-3026

An alliance was formed between local high school pre-engineering teachers from several school districts and college faculty from Physics and Engineering Sciences, Civil Technology, and Precision, Machining and Tooling. The goal is to improve students' conceptual understanding of applied physics. The alliance wanted to work closely together to develop curricula, share resources, and provide technology students with the same laboratory resources as engineering students.

The physics teachers and faculty meet two to three times per year at the College. Faculty demonstrated new laboratory equipment, and both groups discussed curricula. High School students visit the College's physics laboratories. Prizes are awarded to students at an annual physics competition.

To develop curricula, faculty and teachers learned and used the Computerized Laboratory Model (an interactive model) rather than the traditional laboratory experiences (passive model) which presented the students with theory, the acquisition of a small amount of data, strategies for "running data," and the skill to determine if the results from the data-runs agreed with the theory. The Computerized Laboratory Model demands that students make predictions, collect and run their data on computer, use the computer to analyze data and graph it, and spend more time thinking about what the data is telling them and how the results relate to theory. Students' scores on the Force Concept Inventory Test reveal that in the beginning of a basic physics course traditionally-placed and computer-placed students scored equally well. After the course, computer-placed students had a 27 percent gain in the number of questions answered correctly as compared to a 16 percent gain for students who were traditionally placed.

INTEGRATING ACADEMIC AND VOCATIONAL EDUCATION--COLLEGE FACULTY AND CURRICULUM DEVELOPMENT

Harold Morell, Professor of Humanities
Fulton-Montgomery Community College
State Highway 67
Johnstown, NY 12095
518-762-4651

This project is designed to integrate applied communications arts in courses in nursing, human services, and technology using the SCANS skills as a guide. Faculty in vocational courses and communications arts met to develop tests assessing students' communications skills and needs. As a result, students with low communications skills were invited to take a supplemental study skills course. Faculty in the Nursing Department required more writing in their classes. Reassessment of students is occurring.

Ann Weeks, Director of Institutional Research and Sponsored Funds
Culinary Institute of America
433 Albany Post Road
Hyde Park, NY 12538-1499
914-452-9600 EXT. 1368
FAX: 914-452-8629
a_weeks@culinary.edu

The Culinary Institute of America requires that each of its instructors attend the Certified Hospitality Educator course so that its professional chefs with extensive food-industry experience are prepared to teach successfully. The length of the workshop is four days and chefs receive release time to attend. The curriculum includes basic teaching techniques through curriculum development and preparation. After the completion of each section, chefs are required to implement what they learned. They must demonstrate such learning by submitting lesson plans and videotapes of their teaching. Only when their performance has been judged successful, do the chefs receive their certificates. (This effort is funded partially through VATEA, College funds, and partially though other sources.)

Aliceteen Taylor, Professor
Nassau Community College
One Education Drive
Garden City, NY 11530-6793
516-572-7897

The Mentoring Program for Culturally Diverse Students serves the College as a "bridge" program between students and the College's support services. Students at various academic standings are paired with volunteer faculty, staff, and administrators who serve as mentors. Activities are conducted to help students adjust to college life, stay in college, and succeed. As the

student population becomes more diverse and new mentors join the program, training mentors becomes critical to the program's success. Gradually, the program will be implemented across the campus.

A special program for students-with-mentors was implemented in the fall of 1996. Its purpose was to help students explore their career goals through participating in workshops designed to prepare them for entry into the job market. After completing three workshops, they are able to participate in a one-day "on the job" experience in a profession of choice. This program was so successful that it will be continued.

STUDENT SUPPORT SERVICES

Pablo Negron, Director of Disabled Student Services
Hudson Valley Community College
80 Vanderburgh Ave.
Troy, NY 12180
518-270-1537

Hudson Valley Community College offers a variety of services for students with disabilities. Recommendations for services and accommodations are designed to ensure students with documented disabilities full access to the College.

Pablo Negron, Director of Disabled Student Services, has pioneered the development of the office for the past 17 years. He, personally, and his office have received national recognition for its services, accessibility, and program development. Mr. Negron stressed the importance and value of administrative support from President to faculty and staff in developing a disabled student services program. He provided strategies on how to win faculty support and respect.

According to Mr. Negron, community networking is important to knowing and understanding the agencies and resources in the community. Equally important is the attention given to students as in the College's Abilities Awareness Week, the Office of Disabled Students Services News, and the many brochures, reports, and flysheets designed to provide information on types of disabilities and services available. Mr. Negron also stressed that VATEA funding provided seed money for his program to develop as it has.

Antonia Ecung, Director of College Skills Center
SUNY College of Agriculture and Technology at Morrisville
College Skills Center
Onondaga Hall
Morrisville, NY 13408
315-684-6042

The needs of the non-traditional adult student on campus comprise the major portion of the work in the College Skills Center. Staff reaches out to these students and assists them throughout their college careers. Tutors work directly with the students addressing individual and group needs. Tutoring workshops are revised each semester and academic programs depend on them to assist in retention.

Tutors are recruited each semester. All, regardless of longevity as tutors, must undergo yearly training and refreshment of tutoring basics. This is done through a certification program. Special recognition is given through our "tutor of the month" program. Upon selection, the tutor receives a certificate of recognition and a gift certificate from the campus bookstore. Tutors also have their own newsletter that provides information, tips, and ideas about tutoring and success stories about students.

William Ross, Assistant Dean
Westchester Educational Opportunity Center
Contemporary Office Skills
20 South Broadway
Yonkers, NY 10701
914-966-6829

The Contemporary Office Skills Program, a computer-based business program, consists of three modules taken over three-quarters. Students are enrolled continuously in the program.

Each module consists of ten weeks of instruction, for thirty hours per week. Module one includes Basic English, Applied Mathematics, Human Relations/Career Readiness, Introduction to Information Processing, and Keyboarding. The second module consists of Keyboarding II, Word Processing Theory and Practice, Business Communications, and Mathematics for Business. The third module includes Integrated Office Procedures, Word Processing Applications, Business Communications II, the World of Work, and an internship of 35 hours a week on alternate weeks. Several grants, including VATEA, funds support this effort.

LAUNCHING A NEW INITIATIVE

Robert W. Kusek, Vice President and Dean
Richard Prestopnik, Dean of Business and Technology
Fulton-Montgomery Community College
State Highway 67
Johnstown, NY 12095
518-762-4334
FAX: 518-762-4334
rprestop@fmcc.suny.edu

The Fulton-Montgomery Educational Initiative (FMEI) began as part of a larger initiative. The college, school districts, and community people in the Fulton, Montgomery, and Hamilton Counties experienced cooperation in developing Tech Prep programs and desired to continue that climate of cooperation to change their educational system. They also wanted to collaborate more, to pool resources, and to work on developing the economy of the area. They wanted someone or something "bigger than themselves" such as a national company to lend credibility and assist in obtaining funding. About that time, Mr. Prestopnik, who was the Tech Prep Director, went to NASA's Stennis Space Center on a fellowship. There, he worked with colleagues in NASA's Tri-State Education Initiative for developing an educated technical workforce for a future space center. Although Congress canceled the funding for the Stennis project, it continued the educational project. Community people and educators worked together to keep the project going.

When Mr. Prestopnik returned to Fulton-Montgomery Community College he brought the ideas with him. Participants in the FMEI saw this as "the idea whose time had come" and placed its support behind it. From then on, the College began working intensively with school superintendents and community members. NASA agreed to assist and offered 150 free Internet accounts to teachers and a Web page to the College. After a year of intensive work, the consortial agreement among community, college, and school districts became a reality. NASA had become an integral part of the community and the activity on the campus increased dramatically. The Global Learning and Observation to Benefit the Environment Program also became involved. It sent seven scientists to train teachers who, in turn, would train their students to collect data for ongoing research on the environment. The College is exploring becoming a certified training site for the Globe Program.

Last November, consortium members signed a working agreement. The educational institutions involved include: Broadalbin-Perth, Canajoharie, Fonda-Fultonville, Fort Plain, Fulton-Montgomery Community College, Gloversville, Amsterdam, Johnstown, Hamilton-Fulton-Montgomery BOCES, Lake Pleasant, Mayfield, Northville, St. Johnsville, Wells, and Wheelerville.

Currently, the FMEI is developing a strategic plan that will encompass many aspects of Tech Prep, School-to-Work, and technology. As an assist, Stennis allowed the College to use its software to collect ideas from representative groups and categorize them into seven basic goals: life skills; nationally and globally competitive educational levels; advanced technical learning for all students;

coordination with business and industry; improved attitude toward public schools; volunteerism and community involvement; and multiculturalism.

On July 29, 1997, a public education conference was held. There the strategic plan was unveiled. Approximately 1,000 people attended. At the conference, FMEI and its partners—NASA, the Smithsonian Museum of Natural History National Partners Initiative, the GLOBE Program, Mississippi State University, and Johnson Controls Worldwide--were honored for their work with Vice President Gore's National Performance Review Hammer Award. The next task will be to set objectives, develop and implement activities, and evaluate and plan continuously.

THE PROFESSIONAL GRANTSPERSONS' VIEW OF VATEA

❑ *Research on the Internet*

Seymour Lesh, Director of Grants
Westchester Community College
75 Grasslands Road
Valhalla, NY 10595
914-785-6713
sll3@wcc.co.westchester.ny.us

Mr. Lesh extolled the value of having access to the Internet. He suggested users use multiple browsers to find the information they need, such as Alta Vista, Excite, HotBot, Infoseek, Lycos, Open Text, WebCrawler and Meta-searchers such as MetaCrawler, SavvySearch, and search.com. Subject catalogues such as Yahoo and LookSmart provide resource directories organized by subject. Annotated directories such as Lycos Top 5%, Magellan, and WebCrawler Select provide directories in order of ratings by experts. He also suggested establishing bookmarks for the most frequently visited sites.

❑ *Incentives for Faculty Involvement*

Carin Savage, Associate Director of
Continuing Education Grants and Development
Bronx Community College
West 181st St. & University Ave.
Bronx, NY 10453
718-289-5184
carin.savage@bcc.cuny.edu

Ms. Savage reported on her recently completed study entitled "Motivators/Amotivators Affecting City University of New York Faculty Involvement in Grant Related Activity." She found that faculty perceive the assistance of a grant's office as helpful. Many faculty members are unsure of the necessity of their involvement in grants and see little reward for involvement in grant activity.

Faculty who are not involved in grant activity expressed discomfort at spending many hours in developing a proposal only to have it rejected.

Many factors rank high with both funded and never funded survey respondents: course load reduction, summer salary, and professional recognition. Personal satisfaction ranks the highest. Further, those who were successful, i.e. have more grants funded than rejected, see their institution as more collaborative.

❑ ***Managing the Grant Process***

Suzanne Grossberg, Assistant Director of Development
Orange County Community College
115 South St.
Middletown, NY 10940
914-371-4759
sgrossbe@mail.sunyorange.edu

Ms. Grossberg presented a Grant Process Flow Chart that tracked the grant process from the request for funding through the submission of the final report. She emphasized the need for the grantsperson to be responsive to both faculty and the funding agency. In the initial stages, the grantsperson must work closely with faculty to develop an understanding of what the ideas behind the proposal are and later in the management process to make sure the principal recipients are engaging in appropriate activities and expending funds according to plan. The grantsperson also must continually respond to requests from the funding agencies and ensure that all forms and reports are submitted accurately and on-time.

PERFORMANCE MEASURES

Thomas McCord, Coordinator
Office of Research and Information Systems
Office of Higher Education

The measurement of VATEA performance is a joint effort between the State and the postsecondary institutions receiving funds. The results of the measurement should improve occupational education. VATEA law requires measures of graduation rate, completion rate, placement rate, and persistence rate. Initially, at a meeting with practitioners, the decision was made to keep data collection from being burdensome. However, the results of the measures and requests for plans to address deficiencies revealed by the measures have come under criticism. Many practitioners believe simple measures used by the Department do not measure the skills students learn in college. The emphasis should be on what students learn such as intellectual competencies, problem solving skills, and team work skills.

❑ ***Remarks from the Panel of Committee of Practitioners***

David Dronsick
Sponsored Program Administrator
SUNY College of Technology at Alfred
Alfred, NY 14802
607-587-4262

Mr. Dronsick indicated that in the beginning performance measures were not a reality but an intellectual activity. He commented that it is very different when the results are applied. Further, there are many reasons why students drop out during their first year of college. Many times the least of the reasons is the college program. He said that there is a great difference between what the colleges measure as success and what VATEA measures. But the VATEA measurements focus faculty on what VATEA funding is for.

Judith Gustafson
Institutional Grants Coordinator
Schenectady County Community College
78 Washington Ave.
Schenectady, NY 12305
518-381-1217
gustafso@gw.sunysccc.edu

Ms. Gustafson is concerned that we will not know what the next generation of data will be.

Michele Howland
Assistant Dean for Institutional Grants
Finger Lakes Community College
4355 Lake Shore Dr.
Canandaigua, NY 14424
716-394-3500 ext. 206
howlanmp@snyflcc.fingerlakes.edu

Ms. Howland suggested that the colleges should be held to a high degree of accountability. To do that will require an agreement on definitions and appropriate measures for higher education. She also indicated a need to revisit the establishment of state standards and agree on something other than an average of collective scores. There also is a need to develop major effort plans that show evaluation strategies reflecting completion and placement rates.

❑ ***Round Table Discussion Comments***

- The Committee of Practitioners will be involved in the adoption of measures and standards.
- Even though VATEA is a small percentage of the campus budget, the program improvement plan must address the campus as a whole because VATEA students interact with the whole campus. VATEA provides seed money and that money can have a multiplier effect on the rest of the institution.
- Data elements must be standardized across the State. They should also include measurements for "working in a team."
- VATEA is looking at global measures for HEGIS program groups, but the performance measures require data on people in specific programs. Also, HEGIS codes drive program improvement plans. College planning may not include HEGIS coded programs, even though accrediting programs adhere to HEGIS codes.
- The Department and the State want report cards for higher education.
- VATEA should be expanded to programs that have promise.

PROGRAM IMPROVEMENT PLANS

Mali Katz, Grants Officer
Queensborough Community College
222-05 456th Ave.
Bayside, NY 11364-1397
718-631-6357
mdkqb@cunyvm.bitnet

Queensborough Community College views the VATEA formula funds as supplemental, oftentimes, seed money to assist programs in addressing targeted student's academic needs and the needs of business and industry. As a result, VATEA funds are distributed widely across eligible programs on campus.

This strategy provided the basis for the development of the College's program improvement plan. Being tied into overall institutional planning as well as individual departmental planning initiatives, appropriate faculty and department chair people were able to identify current strategies or those in process, and look at what else should or could be done. The Performance Improvement Plan then presented the strategies as a cohesive planning document.

Paul D. Goldstein
Associate Dean of Faculty
Sullivan County Community College
1000 Leroy Road
Loch Sheldrake, NY 12759-5151
914-434-5750 ext. 244

The program improvement plan for Sullivan County Community College is a description of the College's strategic planning and its operational tactics to address the specific issues of improving performance standards. The most important organizational change was the creation of a new position of Associate Dean of Students for Student Development and Retention. Other initiatives include the development of a required three-credit Freshman Seminar course focusing on the development of academic, social, and emotional skills necessary for students to successfully transition into college; an orientation program for all new students; the appointment of a coordinator of Career and Transfer Programs who supervises a resource room containing information about careers, job opportunities, and resume writing; faculty and staff volunteerism to mentor new students; creating a position of ESL counselor; and faculty training in process education which emphasizes active learning techniques and continuous assessment with feedback.

Luis Baez
Dean of Academic Affairs
Hostos Community College
475 Grand Concourse
Bronx, NY 10451
718-518-4246

Dean Baez believes both faculty and students must make a firm commitment to become involved in the process of learning. He emphasizes a model of success based on "working harder." Encouraging faculty to think and rethink what they are doing, he worked closely with them to address student needs and develop an appropriate program improvement plan. To faculty, he addressed the question: if one third of our students perform at the remedial level in their native tongue, what must the college do to make them ready for college work? In response, schedules were made to fit the needs of the students rather than the faculty and a program of continuous faculty development was instituted. To the students, he asked what they needed from the College to succeed, and what effort they were willing to expend to achieve. As a result, students began attending workshops on study skills and remediation on their own time. Those who could not come during the week were offered the opportunity to attend Saturday workshops.

EVALUATION

Postsecondary VATEA Grants Officers' Conference

Wednesday and Thursday
June 18-19, 1997

Century House Inn
Latham, NY

Tell us about the Conference! To assist us in judging the value of the Conference, please indicate your responses below and feel free to jot down any comments on the reverse side as well. (Rate only the sessions you attended.)

Scale: 3--Excellent; 2--Good; 1--Satisfactory; 0--Unsatisfactory NR-- No Response

A. **Rate each major Conference session by checking the appropriate response. (Sequence follows the order of the agenda.)**

	3	2	1	0	NR
1. Keynote Speaker	21	13	5	0	(5)
2. Round Table Discussions	13	28	1	0	(2)
3. Information Sharing	24	17	0	0	(3)
4. Initiatives Impacting VATEA Programs					
4.a "SCANS and CDOS"	9	20	8	2	(5)
4.b "Tech Prep"	4	22	13	1	(4)
4.c "School-to-Work in a Two-Year College"	5	17	17	1	(4)
5. Concurrent Sessions					
5.a "Local Advisory Councils"	10	9	2	0	(23)
5.b "Integrating Academic and Vocational Education -- College, School District, and Community Collaboration"	15	6	1	0	(22)
5.c "Integrating Academic and Vocational and Vocational Education--College Faculty and Curriculum Development"	11	9	0	0	(24)
5.d "Student Support Services"	8	9	1	0	(26)
6. Networking	12	7	2	2	(21)
7. Dinner Speakers	27	10	1	0	(6)
8. The Professional Grantsperson	22	16	2	0	(4)
9. Performance Measures					
9.a "Speaker"	20	21	0	0	(3)
9.b "Remarks from the Panel from the Committee of Practitioners"	17	22	2	0	(3)
9.c "Round Table Discussion"	16	18	5	1	(4)
10. Program Improvement Plans	19	17	2	0	(6)
11. Closing Luncheon and Conference Wrap-up	14	9	1	0	(20)

BEST COPY AVAILABLE

Scale: 3--Excellent; 2--Good; 1--Satisfactory; 0--Unsatisfactory NR--No Response

B. Rate each of the following general aspects of the Conference

	3	2	1	0	NR
1. Program and Materials					
Agenda Topics	24	17	2	0	(1)
Contact Opportunities	28	12	0	1	(3)
Participant Packets	23	18	2	0	(1)
2. Coordination and Arrangements					
Logistics/Organization	27	12	4	1	
Meal Functions	33	8	2	0	(1)
Meeting Facilities	32	10	1	1	
Lodging Facilities	29	10	1	0	(4)

D. Would you like to have a Conference like this one next year?

Yes (40) No (1) No Response (3)

At what time of year?

- June (23)
- Spring (5)
- June/July (3)
- Fall (3)
- Other (11)

Where?

- Albany (23)
- Latham (8)
- New York City (4)
- Other (8)

Postsecondary VATEA Grants Officers' Conference
June 18- 19, 1997
Century House Inn, Latham, NY

PARTICIPANT LIST

INSTITUTION	NAME/ TITLE	ADDRESS	TELEPHONE/FAX
	COOPER, DR. WALTER *REGENT EMERITUS*	68 SKYVIEW LANE ROCHESTER, NY 14625	
ADIRONDACK COMMUNITY COLLEGE	LAHEY, TIM *DIRECTOR, CAREER SERVICES*	BAY ROAD QUEENSBURY, NY 12804	(518) 743-2268/ (518) 745-1433
ALFRED STATE COLLEGE	DRONSICK, DAVID *SPONSORED PROGRAMS ADMINISTRATOR*	ALFRED NY 14802	(607) 587-4262/ (607) 587-3293
BOROUGH OF MANHATTAN COMM COLLEGE	MONTANEZ, JOHN *DIRECTOR OF GRANTS*	199 CHAMBERS STREET NEW YORK NY 10007	(212) 346-2493/ (212) 346-2496
BOROUGH OF MANHATTAN COMM COLLEGE	RUMAYOR, SANDRA *DIR OF PARTNERSHIPS & SPECIAL PROJECTS*	199 CHAMBERS ST NEW YORK NY 10007	(212) 346-8828/ (212) 346-8816
BRONX COMMUNITY COLLEGE	SAVAGE, CARIN *ASSOC. DIR. OF CONT. ED., GRANTS AND DEVELOPMENT*	WEST 181ST ST. & UNIVERSITY AVENUE BRONX, NY 10453	(718) 289-5184/ (718) 289-6019
BUFFALO EDUCATIONAL OPPORTUNITY CENTER	NAMI, DR. PETER *VATEA GRANTS OFFICER*	465 WASHINGTON AVENUE BUFFALO, NY 14203	(716) 849-6747/ (716) 849-6755
CAPITAL DISTRICT EDUCATIONAL OPPORTUNITY CENTER	LONGACKER, NANCY C. *COORDINATOR, PROGRAM COORDINATOR & RESEARCH*	145 CONGRESS STREET TROY, NY 12180	(518) 273-1900, x274/ (518) 273-1919
CAYUGA COUNTY COMMUNITY COLLEGE	RICHARD, JULIE *EXEC DIR CCC FOUND/EXEC ASST/PRES*	197 FRANKLIN STREET AUBURN NY 13021	(315) 255-1743/ (315) 252-0860
CAZENOVIA COLLEGE	MYERS, ANDY *SPECIAL SERVICES COUNSELOR*	CAZENOVIA NY 13035	(315) 655-8283 EXT 308/ (315) 655-4996
CAZENOVIA COLLEGE	DOMBROW, LINDA *DIRECTOR OF GRANTS*	CAZENOVIA NY 13035	(315) 655-8283 EXT 193/ (315) 655-4143

Postsecondary VATEA Grants Officers' Conference
June 18- 19, 1997
Century House Inn, Latham, NY

PARTICIPANT LIST

COLUMBIA-GREENE COMMUNITY COLLEGE	**DOERFER, CAROL M.** *DIRECTOR ADACEMIC SUPPORT CENTER*	4400 ROUTE 23 HUDSON NY 12534	(518) 828-4181 EXT 3235/ (518) 828-8543
CORNING COMMUNITY COLLEGE	**HARADON, ANDREA** *GRANTS COORDINATOR*	ONE ACADEMIC DRIVE CORNING, NY 14830	(607) 962-9286/ (607) 962-9485
DUTCHESS COMMUNITY COLLEGE	**VOOGT, ANITA** *ASSOCIATE DEAN OF ACADEMIC AFFAIRS*	53 PENDELL ROAD POUGHKEEPSIE, NY 12601	(914) 431-8966/ (914) 431-8993
EDUCATIONAL OPPORTUNITY CENTER OF WESTCHESTER	**ROSS, WILLIAM R.** *ASSISTANT DEAN OF ACADEMIC AFFAIRS*	26 SOUTH BROADWAY YONKERS, NY 10701	(914) 966-6818/ (914) 966-6841
ERIE COMMUNITY COLLEGE	**LUBKE, LEO H.** *GRANTS CONSULTANT*	6205 MAIN STREET WILLIAMSVILLE NY 14221	(716) 851-1474/ (716) 851-1429
ERIE COMMUNITY COLLEGE	**HODAN, B. PAUL** *GRANTS OFFICER*	6205 MAIN STREET WILLIAMSVILLE NY 14221	(716) 851-1474/ (716) 851-1429
FASHION INSTITUTE OF TECHNOLOGY	**STEIN, DEBORAH** *GRANTS COORDINATOR*	SEVENTH AVENUE AT 27TH STREET NEW YORK, NY 10001-5992	(212) 217-7652/ (212) 217-7910
FINGER LAKES COMMUNITY COLLEGE	**HOWLAND, MICHELE** *DIRECTOR OF GRANTS DEVELOPMENT*	4355 LAKESHORE DRIVE CANANDAIGUA NY 14424	(716) 394-3500 EXT 206/ (716) 394-5005
FINGER LAKES COMMUNITY COLLEGE	**GAMBA, REBECCA** *TECH PREP DIRECTOR*	4355 LAKE SHORE DRIVE CANANDAIGUA, NY 14424-8395	(716) 394-3500, x420/ (716) 394-8518
FULTON-MONTGOMERY COMMUNITY COLLEGE	**KUSEK, DR. ROBERT W.** *VICE PRESIDENT AND DEAN*	STATE HIGHWAY 67 JOHNSTOWN, NY 12095	(518) 762-4651, x233/ (518) 762-4334
FULTON-MONTGOMERY COMMUNITY COLLEGE	**MORELL, HAROLD** *PROFESSOR OF HUMANITIES*	STATE HIGHWAY 67 JOHNSTOWN, NY 12095	(518) 762-4651/ (518) 762-4334
FULTON-MONTGOMERY COMMUNITY COLLEGE	**PRESTOPNIK, RICHARD** *DEAN OF BUSINESS AND TECHNOLOGY*	STATE HIGHWAY 67 JOHNSTOWN, NY 12095	(518) 762-4651/ (518) 762-4334
GENESEE COMMUNITY COLLEGE	**KIDDER, ALLEN** *DIRECTOR, GRANT SERVICES*	ONE COLLEGE ROAD BATAVIA NY 14020	(716) 343-0055 EXT 6549/6442/ (716) 343-4541

Postsecondary VATEA Grants Officers' Conference

June 18- 19, 1997

Century House Inn, Latham, NY

PARTICIPANT LIST

GENESEE COMMUNITY COLLEGE	**HOELCLE, LARENE** *DEAN, HUMAN RESOURCES & PLANNING*	ONE COLLEGE ROAD BATAVIA NY 14020	(716) 345-6811/ (716) 343-4541
GENESEE COMMUNITY COLLEGE	**KIDDER, ALLEN** *DIRECTOR, GRANT SERVICES*	ONE COLLEGE ROAD BATAVIA, NY 14020	(716) 343-0055, x6549/6442/ (716) 343-4541
GENESEE COMMUNITY COLLEGE	**ECKSTEIN, MARK** *DIRECTOR, ASSESSMENT & INSTITUTIONAL RESEARCH*	ONE COLLEGE ROAD BATAVIA, NY 14020	(716) 343-0055, x6549/ (716) 343-4541
HERKIMER COUNTY COMMUNITY COLLEGE	**ANDREWS, MELBIA V.** *GRANTS ASSISTANT*	100 RESERVOIR ROAD HERKIMER, NY 13350-1598	(315) 866-0300, x268/ (315) 866-7253
HOSTOS COMMUNITY COLLEGE	**HADALLER, DR. DAVID** *COORDINATOR FOR SPECIAL PROJECTS*	500 GRAND CONCOURSE BRONX, NY 10451	(718) 518-6725/6660/ (718) 518-6829
HOSTOS COMMUNITY COLLEGE	**BAEZ, DR. LUIS A.** *DEAN OF ACADEMIC AFFAIRS*	500 GRAND CONCOURSE BRONX, NY 10451	(718) 518-6660/ (718) 518-6829
HUDSON VALLEY COMMUNITY COLLEGE	**QUIRK, KATHLEEN** *CHAIR OF LOCAL ADVISORY COUNCIL*	80 VANDENBURGH AVENUE TROY, NY 12180	(518) 270-7234/
HUDSON VALLEY COMMUNITY COLLEGE	**MALONEY, WILLIAM P.** *DIRECTOR OF SPONSORED PROGRAMS*	80 VANDENBURG AVE TROY NY 12180	(518)270-7334/ (518)266-9074
HUDSON VALLEY COMMUNITY COLLEGE	**NEGRON, PABLO** *DIRECTOR, DISABLED STUDENT SERVICES*	80 VANDENBURGH AVENUE TROY, NY 12180	(518) 266-8106/ (518) 266-8074
JEFFERSON COMMUNITY COLLEGE	**CANIZARES, ANITA** *DIRECTOR, LEARNING SKILLS CENTER/VATEA GRANT COORDINATOR*	COFFEEN STREET WATERTOWN, NY 13601	(315) 786-2377/ (315) 786-2459
JOHN JAY COLLEGE OF CRIMINAL JUSTICE AT CUNY	**GUINTA, DR. LOUIS** *VATEA PROGRAM DEVELOPER/INSTRUCTIONAL COORD.*	899 TENTH AVENUE NEW YORK, NY 10019	(212) 237-8133/ (212) 237-8471

Postsecondary VATEA Grants Officers' Conference
June 18- 19, 1997
Century House Inn, Latham, NY

PARTICIPANT LIST

JOHN JAY COLLEGE OF CRIMINAL JUSTICE AT CUNY	**MARINI, JACOB** *DIRECTOR OF GRANTS*	899 TENTH AVENUE NEW YORK, NY 10019	(212) 237-8449/ (212) 237-8471
KINGSBOROUGH COMMUNITY COLLEGE	**FUHR, MORTON** *GRANTS COORDINATOR*	2001 ORIENTALL BLVD. BROOKLYN, NY 11235	(718) 368-5673/ (718) 368-5003
KINGSBOROUGH COMMUNITY COLLEGE	**FUHR, DR. MORTON** *GRANTS COORDINATOR*	2001 ORIENTAL BLVD BROOKLYN NY 11235	(718) 368-5918/ (718) 368-4590
MATER DEI COLLEGE	**WILCOX, DR. LEIGH** *INTERIM PRESIDENT*	5428 STATE HWY 37 OGDENSBURG, NY 13669	(315) 393-5116, x301/ (315) 393-5116
MONROE COMMUNITY COLLEGE	**SHANNON, ANNE** *VATEA/TECH PREP COORDINATOR*	1000 E. HENRIETTA ROAD ROCHESTER, NY 14623	(716) 292-2177/ (716) 427-2749
MONROE COMMUNITY COLLEGE	**SOEHNER, GREGORY** *DIRECTOR OF GRANTS*	1000 EAST HENRIETTA ROAD ROCHESTER NY 14623	(716) 292-3026/ (716) 292-3060
MONROE COMMUNITY COLLEGE	**WADACH, JOHN** *ASSOCIATE PROFESSOR,* *PHYSICS/ENGINEERING SCIENCE*	1000 EAST HENRIETTA ROAD ROCHESTER NY 14623	(716) 292-3026/ (716) 292-3060
NASSAU COMMUNITY COLLEGE	**ATKINS, DR. WILLIAM A.** *ASSOC DEAN FOR ACADEMIC AFFAIRS*	ONE EDUCATION DRIVE GARDEN CITY NY 11530-6793	(516) 572-7126/ (516) 572-7647
NASSAU COMMUNITY COLLEGE	**TAYLOR, ALICETEEN** *PROGRAM COORDINATOR*	ONE EDUCATION DRIVE GARDEN CITY, NY 11530-6793	(516) 572-7897/ (516) 572-7647
NORTH COUNTRY COMMUNITY COLLEGE	**GOLDEN, JEANNINE** *LEARNING CENTER COORDINATOR*	MALONE CAMPUS MALONE, NY 12953	(518) 483-4550/ (518) 483-2995
NYS EDUCATION DEPARTMENT	**LEONARD, BARBARA J.** *SUPERVISOR,* *HEOP/VATEA/SCHOLARSHIPS*	ROOM 1071 EBA ALBANY, NY 12234	(518) 474-5313/ (518) 486-5221
NYS EDUCATION DEPARTMENT	**ETU, MARY ANN** *STATE VOCATIONAL EQUITY* *COORDINATOR*	WORKFORCE DEVELOPMENT TEAM EDUCATION BUILDING, ROOM 317 ALBANY, NY 12234	(518) 474-4809/ (518) 474-0319

Postsecondary VATEA Grants Officers' Conference
June 18- 19, 1997
Century House Inn, Latham, NY

PARTICIPANT LIST

NYS EDUCATION DEPARTMENT	**GRINAGE, JEANINE L.** *ACTING DEPUTY COMMISSIONER - HIGHER EDUCATION*	ROOM 1071 EBA ALBANY, NY 12234	(518) 474-5313/ (518) 486-5221
NYS EDUCATION DEPARTMENT	**HAASE, ANN MARIE** *ASSOCIATE, HEOP/VATEA/SCHOLARSHIPS*	ROOM 1071 EBA ALBANY, NY 12234	(518) 474-5313/ (518) 486-5221
NYS EDUCATION DEPARTMENT	**MUNROE, PATRICIA** *ASSISTANT, HEOP/VATEA/SCHOLARSHIPS*	ROOM 1071 EBA ALBANY, NY 12234	(518) 474-5313/ (518) 486-5221
NYS EDUCATION DEPARTMENT	**DONSBACH, JAMES** *ASSOCIATE, HEOP/VATEA/SCHOLARSHIPS*	ROOM 1071 EBA ALBANY, NY 12234	(518) 474-5313/ (518) 486-5221
NYS EDUCATION DEPARTMENT	**CZAPARY, THERESA** *ASSOCIATE, COLLEGE AND UNIVERSITY EVALUATION*	ROOM 1071 EBA ALBANY, NY 12234	(518) 474-5313/ (518) 486-5221
NYS EDUCATION DEPARTMENT	**CHIPEMBERE, JOHN** *ASSOCIATE, HEOP/VATEA/SCHOLARSHIPS*	ROOM 1071 EBA ALBANY, NY 12234	(518) 474-5313/ (518) 486-5221
NYS EDUCATION DEPARTMENT	**CANADAY, JEANETTE** *SUPERVISOR, CURRICULUM & INSTRUCTION*	EDUCATION BUILDING, ROOM 681 89 WASHINGTON AVENUE ALBANY, NY 12234	(518) 474-3954/ (518) 473-4884
NYS EDUCATION DEPARTMENT	**MARTIRE, DAVID** *EDUCATION PROGRAM ASSISTANT*	ROOM 1071 EBA ALBANY, NY 12234	(518) 474-5313/ (518) 486-5221
NYS EDUCATION DEPARTMENT	**MCCORD, THOMAS J.** *CHIEF, RESEARCH & INFORMATION SYSTEMS*	ROOM 1071 EBA ALBANY, NY 12234	(518) 474-5313/ (518) 486-5221
NYS EDUCATION DEPARTMENT	**MCINERNEY, BERNARD** *ASSOCIATE, WORKFORCE PREPARATION*	EDUCATION BUILDING, ROOM 315 89 WASHINGTON AVENUE ALBANY, NY 12234	(518) 474-4157/ (518) 474-0319

Postsecondary VATEA Grants Officers' Conference
June 18- 19, 1997
Century House Inn, Latham, NY

PARTICIPANT LIST

NYS EDUCATION DEPARTMENT	MERCADO, DOUGLAS P. *CHIEF, HEOP/VATEA/SCHOLARSHIPS*	ROOM 1071 EBA ALBANY, NY 12234	(518) 474-5313/ (518) 486-5221
NYS EDUCATION DEPARTMENT	JANN, ANN MARIE *ASSOCIATE,* *HEOP/VATEA/SCHOLARSHIPS*	ROOM 1071 EBA ALBANY, NY 12234	(518) 474-5313/ (518) 486-5221
ONONDAGA COMMUNITY COLLEGE	SILVIA, ADELAIDE L. *INTERIM GRANTS OFFICER*	4969 ONONDAGA ROAD SYRACUSE, NY 13215	(315) 498-6059/ (315) 492-8386
ORANGE COUNTY COMMUNITY COLLEGE	GROSSBERG, SUZANNE *ASSISTANT DIRECTOR OF DEVELOPMENT*	115 SOUTH STREET MIDDLETOWN NY 10940	(914) 341-4759/ (914) 341-4999
PAUL SMITH'S COLLEGE	SUSAN KINNESTON *DIRECTOR OF PERSONNEL*	PAUL SMITH'S, NY 12970-0265	(518) 327-6400/ (518) 327-6161
QUEENSBOROUGH COMMUNITY COLLEGE	KATZ, MALI *GRANTS OFFICER*	222-05 56TH AVENUE BAYSIDE, NY 11364-1497	(718) 631-6357/ (718) 279-1792
QUEENSBOROUGH COMMUNITY COLLEGE	BREEN-FITZGERALD, DEBORAH *ASSOCIATE PROFESSOR, DEPT. OF NURSING*	222-05 56TH AVENUE BAYSIDE, NY 11364-1497	(718) 631-6357/ (718) 279-1792
ROCKLAND COMMUNITY COLLEGE	SECOLSKY, CHARLES *ASSOCIATE DIRECTOR FOR INSTITUTIONAL RESEARCH*	145 COLLEGE ROAD SUFFERN, NY 10901	(914) 574-4485/ (914) 574-4425
SCHENECTADY CO COMMUNITY COLLEGE	GUSTAFSON, JUDITH *INSTITUTIONAL GRANTS COORDINATOR*	78 WASHINGTON AVE SCHENECTADY NY 12305	(518) 381-1217/ (518) 346-0379
SCHENECTADY COUNTY COMMUNITY COLLEGE	NELSON, THOMAS *ASSISTANT DEAN OF ACADEMIC AFFAIRS*	78 WASHINGTON AVENUE SCHENECTADY, NY 12305	(518) 381-1374/ (518) 346-0379
SUFFOLK COUNTY COMMUNITY COLLEGE	FRIEDMAN, ELAINE *DIRECTOR OF GRANTS*	533 COLLEGE ROAD SELDEN, NY 11784	(516) 451-4862/ (516) 451-4681
SULLIVAN COUNTY COMMUNITY COLLEGE	GOLDSTEIN, PAUL D. *ASSOCIATE DEAN OF FACULTY*	1000 LEROY ROAD LOCH SHELDRAKE NY 12759	(914) 434-5750 EXT 244/ (914) 434-4806

Postsecondary VATEA Grants Officers' Conference
June 18- 19, 1997
Century House Inn, Latham, NY

PARTICIPANT LIST

SUNY COLLEGE OF TECHNOLOGY AT CANTON	**SIBLEY, ANNE M.** *DIRECTOR OF SPONSORED RESEARCH*	CORNELL DRIVE CANTON, NY 13617	(315) 386-7092/ (315) 386-7934
SUNY COLLEGE OF AGRICULTURE AND TECHNOLOGY AT COBLESKILL	**FOSTER, MARSHA** *DIRECTOR OF CONFERENCE & TRAINING*	COBLESKILL NY 12043	(518) 234-5528/ (518) 234-5272
SUNY COLLEGE OF TECHNOLOGY AT DELHI	**BANKS, TOM** *GRANTS OFFICER*	DELHI, NY 13753-1190	(607) 746-4612/ (607) 746-4613
SUNY COLLEGE OF TECHNOLOGY AT FARMINGDALE	**LEUN, PHILIP** *BUDGET CONTROL OFFICER*	2350 ROUTE 110 FARMINGDALE, NY 11735	(516) 420-2080/ (516) 420-9173
SUNY COLLEGE OF AGRICULTURE AND TECHNOLOGY AT MORRISVILLE	**BOHLING, ANN** *PRESENTER*	PO BOX 901 MORRISVILLE, NY 13408	(315) 684-6445/ (315) 684-6261
SUNY COLLEGE OF AGRICULTURE AND TECHNOLOGY AT MORRISVILLE	**COSSETTE, MARY ELLEN** *GRANTS CLERK*	PO BOX 901 MORRISVILLE, NY 13408	(315) 684-6445/ (315) 684-6261
SUNY COLLEGE OF AGRICULTURE AND TECHNOLOGY AT MORRISVILLE	**CRAWFORD, JACK** *GRANTS ADMINISTRATOR*	PO BOX 901 MORRISVILLE NY 13408	(315) 684-6445/ (315) 684-6261
SUNY COLLEGE OF AGRICULTURE AND TECHNOLOGY AT MORRISVILLE	**ECUNG, ANTONIA** *PRESENTER*	PO BOX 901 MORRISVILLE, NY 13408	(315) 684-6445/ (315) 684-6261
THE SAGE COLLEGES	**NAYLOR, DR. RICHARD** *DIRECTOR OF CAREER SERVICES/EDUC. PLANNING*	140 NEW SCOTLAND AVENUE ALBANY, NY 12208	(518) 445-1793/ (518) 436-0539
THE CULINARY INSTITUTE OF AMERICA	**WEEKS, DR. ANN A.** *DIR INSTIT RESEARCH/SPONSORED FUNDS*	433 ALBANY POST ROAD HYDE PARK NY 12538-1499	(914) 451-1368/ (914) 451-1051
TWO-YEAR COLLEGE DEVELOPMENT CENTER, UNIVERSITY AT ALBANY	**SPOHN, CONSTANCE H.** *INTERIM DIRECTOR*	HUSTED 208, 135 WESTERN AVENUE ALBANY, NY 12222	(518) 4442-5590/ (518) 442-9055
TWO-YEAR COLLEGE DEVELOPMENT CENTER, UNIVERSITY AT ALBANY	**LOPRESTI, LINNEA** *PROJECT COORDINATOR, SCHOOL-TO-WORK*	HUSTED 208, 135 WESTERN AVENUE ALBANY, NY 12222	(518) 442-5590/ (518) 442-9055

Postsecondary VATEA Grants Officers' Conference
June 18- 19, 1997
Century House Inn, Latham, NY

PARTICIPANT LIST

TWO-YEAR COLLEGE DEVELOPMENT CENTER, UNIVERSITY AT ALBANY	**FABOZZI, JACK** *PROJECT DIRECTOR, TECH PREP TECHNICAL ASSISTANCE*	HUSTED 208, 135 WESTERN AVENUE ALBANY, NY 12222	(518) 442-5590/ (518) 442-9055
ULSTER CO COMMUNITY COLLEGE	**HALLAM, CONNIE** *DIR OF RESEARCH/PLANNING/EVALUATION*	COTTEKILL ROAD STONE RIDGE NY 12484	(914) 687-5260/ (914) 687-5275
ULSTER COUNTY COMMUNITY COLLEGE	**COLLINS, MARIANNE** *ASST TO PRESIDENT FOR DEVELOPMENT*	COTTEKILL ROAD STONE RIDGE NY 12484	(914) 687-5093/ (914) 687-5275
VILLA MARIA COLLEGE OF BUFFALO	**MOUDGIL, DR. NATALIE** *VICE PRESIDENT FOR ACADEMIC AFFAIRS*	240 PINE RIDGE ROAD BUFFALO NY 14225-3999	(716) 896-0700 EXT 335/ (716) 896-0705
VILLA MARIA COLLEGE OF BUFFALO	**WENDZIKOWSKI, SR. M. MARCELLA ANNE** *DIR OF CONTINUING EDUCATION & GRANTS*	240 PINE RIDGE ROAD BUFFALO NY 14225-3999	(716) 896-0700 EXT 386/ (716) 896-0705
WESTCHESTER COMMUNITY COLLEGE	**LESH, SY** *DIRECTOR OF GRANTS*	75 GRASSLANDS ROAD VALHALLA, NY 10595	(914) 785-6713/ (914) 785-6515